

## ***The Count of Monte Cristo* Extended Responses**

---

Complete each assigned extended response according to the due date listed on your pacing guide.

Each ER should have a title, a minimum of 8 complete sentences, and reflect proper literary analysis form.

### **Paragraph Structure**

- I. Topic Sentence  
(Proof #1)
  - A. Assertion 1
    1. Evidence
    2. Commentary
- (Proof #2)
- B. Transition and Assertion 2
  1. Evidence
  2. Commentary
- C. Concluding Sentence

### **Other Requirements**

- Creative title that hints at paragraph's topic but does not give it away. Not the book's title nor "Extended Response"
- All evidence is *blended*, direct quotes with proper formatting and in-text citations.
- Strong word choice; descriptive language. No contractions.
- Varied sentence openers as well as transitions between ideas.
- Limit of 2 "be" verbs per paragraph.
- Third person voice only.
- Literary present tense when discussing events of the story.
- MLA formatted.
- A works cited page is not required.

---

### **How to Write an ER**

1. Thoroughly read the prompt and make sure you identify all of its parts. What exactly are you being asked to show or prove? Use the prompt to draft a strong topic sentence that contains both the topic (main subject) and a controlling idea (focus).
  2. Next, begin looking through the story for quality quotes to use as evidence. You may find it helpful to write a quick key word outline at this point to get your thoughts in order.
  3. Write a rough draft paragraph.
  4. Edit your paragraph, looking for ways to eliminate be verbs, improve sentence structure, and strengthen the clarity of your ideas.
  5. Work with a parent to continue editing and revising the paragraph. Check for proper MLA setting; check quote formatting, examine sentence openers, count be verbs, etc.
  6. Print a paper copy to turn in on the due date with the grading rubric stapled behind it.
- 

### **The Count of Monte Cristo ER Prompts**

#### **Extended Response #3:**

The Count is weaving the downfall of the enemies who contributed to his unjust imprisonment. Find two distinct pieces of evidence of how he's accomplishing his plan (two different characters). Do these points of evidence indicate he is accomplishing justice or simply acting out of vengeance?

#### **Extended Response #4:**

The Count's plan of revenge against the Villeforts is thwarted when Valentine becomes a victim. Maximilian also influences the Count's change of plans. What do you believe these circumstances/changes reveal about the Count?

# CMC Extended Response – Grading Rubric

Parents: Together with your student, revise the paragraph using this rubric as a guide. Then, score the items in the left column only, and sign and date this form. Students should staple this sheet BEHIND their printed paragraph.

## ITEMS GRADED BY PARENT

Each checkbox in the left column is worth ½ point. Together, you may continue making revisions until full points are earned.

### MLA Formatting:

- 1 inch margins on all sides.
- Double-spaced. No extra space between paragraphs. (i.e. set paragraph spacing to 0 before and after)
- Times New Roman 12-pt font. (including header)
- Header: includes student's last name, a space, and page number; upper right corner of every page, ½ inch from top.
- On the first page, aligned left:
  - 1<sup>st</sup> Line: Student's First and Last Name
  - 2<sup>nd</sup> Line: Tutor's Name (spelled correctly)
  - 3<sup>rd</sup> Line: Course Name
  - 4<sup>th</sup> Line: Date formatted like: 15 August 2023
- The paragraph title is centered and properly capitalized on the 5<sup>th</sup> line. (*not bold, not italics, not underlined*)
- The paragraph begins on the 6<sup>th</sup> line.
- The first line of the paragraph is indented ½ inch.

### Word Choice:

- Limit of 2 "be" verbs\* (please count each occurrence of *am, is, are, was, were, be, being, been*)
- 3<sup>rd</sup> person voice ONLY\* (*he, she, it, they*)  
(No 1<sup>st</sup> or 2<sup>nd</sup> person: *I, me, you, your, we, us, our, etc.*)
- No contractions\*  
*\*those in direct quotes do not count*

### Paragraph Components:

- Minimum of 8 sentences. (please count)
- The topic sentence includes the author's full name and the full title of the book.

### Formatting:

- The title of the book is properly capitalized and italicized; *not underlined, not in quotation marks.*
- After the first mention of the author by full name, he is referred to subsequently by last name only.
- Each quote has a properly formatted and punctuated in-text citation with the author's name and page number.  
Example: "This is the quote" (Dumas 9).  
or: Dumas writes, "This is the quote" (9).

Parent Points: \_\_\_\_\_ / 8

## ITEMS TO BE GRADED BY TUTOR

Use this list as a guide to help with paragraph revisions but do not mark the items in this column.

- 1 0 Title: creative, hints at paragraph's topic but does not give it away. *Not* the book's title or "ER"
- 1 0 Topic Sentence: includes title, author, and clearly but broadly addresses the prompt question.
- 2 1 0 1<sup>st</sup> Assertion: makes a more specific, arguable claim about the topic and gives brief story context.
- 2 1 0 Evidence: a *blended*, direct quote that clearly relates to and supports the assertion.
- 2 1 0 Commentary: literary analysis that explains how your evidence (quote) proves your assertion (claim). Completes the first proof.
- 1 0 Transition: a word or phrase that clearly indicates the change from the 1<sup>st</sup> proof to the 2<sup>nd</sup> proof.
- 2 1 0 2<sup>nd</sup> Assertion: makes a second, specific, arguable claim about the topic and gives brief story context.
- 2 1 0 Evidence: a *blended*, direct quote that clearly relates to and supports the assertion.
- 2 1 0 Commentary: literary analysis that explains how your evidence (quote) proves your assertion (claim). Completes the second proof.
- 1 0 Concluding Sentence: wraps up the *entire* paragraph (not just the 2<sup>nd</sup> proof). Does not add new evidence or analysis.
- 1 0 Argument: fully, clearly, and persuasively addresses the prompt.
- 1 0 Syntax: complete sentences, no run-ons or sentence fragments.
- 1 0 Communication: clear and logical; no awkward phrasing; transitions or connections between ideas as needed.
- 1 0 Word Choice: strong, descriptive words; varied, not repetitive.
- 1 0 Tense: uses literary present tense when discussing characters and events in the story.
- 1 0 Editing: proper grammar, punctuation, spelling.

Final Point Total: \_\_\_\_\_ / 30

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_